

**TEACHERS' QUESTION TYPES AND STUDENTS' SPEAKING
PERFORMANCE IN EFL CLASSROOM**

THESIS

*Submitted as partial fulfilment of the requirements to obtain Bachelor of Education
(B.Ed) in English Language Education Program*



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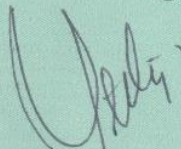
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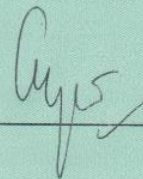
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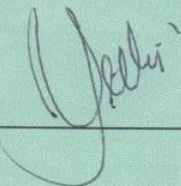
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ABSTRACT

Fadilah, Dinda. 2020. Teachers' Question Types and Students' Speaking Performance in EFL classroom: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Questioning could help students in improving their speaking skills along with critical thinking skills. Thus, this study was aimed to find the most asked question type used by teachers and what type of question that could encourage students to speak more in EFL classrooms in SMAN Kota Padang. The data were collected from classroom observation and stimulated recall interviews with the teachers. From the data analysis, it was found that LOTS questions were the most asked question. However, HOTS questions were able to encourage students to speak more compared to LOTS questions. From the interview, it was found that students could answer the questions longer with the help of stimulus, or the questions helped them to relate with daily life surroundings. On the other hand, some active students and their backgrounds could affect the classroom's questioning activity. Students with limited knowledge of vocabularies or timid personalities found it harder to speak longer, so they tend to answer the questions with few keywords only. The finding suggested that question type could encourage students to speak longer under some circumstances.

ABSTRAK

Fadilah, Dinda. 2020. Teachers' Question Types and Students' Speaking Performance in EFL classroom: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Bertanya bisa membantu siswa dalam meningkatkan kemampuan berbicara mereka bersamaan dengan berpikir kritis. Oleh karena itu, penelitian ini bertujuan untuk mengetahui tipe pertanyaan yang paling sering digunakan guru dan tipe pertanyaan yang bisa mendorong siswa untuk berbicara di kelas Bahasa Inggris di SMAN Kota Padang. Data penelitian dikumpulkan dari observasi kelas dan Stimulated Recall Interview dengan guru. Dari analisis data, ditemukan bahwa pertanyaan LOTS merupakan pertanyaan yang paling banyak ditanyakan guru. Namun, pertanyaan HOTS lebih mampu mendorong siswa untuk berbicara. Temuan lainnya ialah siswa dapat menjawab dengan lebih panjang dengan bantuan stimulus atau dengan pertanyaan yang menanyakan situasi sehari-hari. Selain itu, beberapa siswa yang aktif dan latar belakang mereka bisa mempengaruhi aktivitas bertanya di dalam kelas. Siswa yang memiliki pengetahuan terbatas mengenai kosa kata atau yang memiliki sifat pemalu akan lebih kesulitan untuk berbicara panjang sehingga mereka cenderung menjawab pertanyaan hanya dengan beberapa kata saja. Temuan tersebut menyatakan bahwa siswa dapat berbicara lebih panjang dengan situasi tertentu.

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TABLE OF CONTENTS

ABSTRACT	5
ABSTRAK	6
ACKNOWLEDGEMENT	7
TABLE OF CONTENTS	9
CHAPTER I	14
A. Background of the Problem	14
B. Identification of the Problem	18
C. Limitation of the Problem	18
D. Formulation of the Problem	18
E. Purpose of the Research	19
F. Significance of Research.....	19
G. Definition of Key Terms	19
CHAPTER II.....	21
A. Review of Related Theories	21
1. Classroom Interaction.....	21
2. Questioning	25
3. Question Types.....	30
4. Speaking Performance.....	37
5. Conversational Analysis.....	41
B. Relevant Research.....	44
C. Conceptual Framework	47
CHAPTER III	49
A. Research Design.....	49
B. Population and Sample.....	49
C. Instrumentation of the Research.....	50
D. Techniques of Data Collection.....	51
E. Techniques of Data Analysis	51
CHAPTER IV FINDING AND DISCUSSION.....	55
A. Data Description.....	55
B. Data Analysis and Finding.....	57

C. Discussion	80
CHAPTER V CONCLUSION	84
BIBLIOGRAPHY	86
Appendix	89

LIST OF TABLES

Table 2.1 Examples of Display Questions and Referential Questions	27
Table 3.1 The list of Sample from Chosen Schools	47
Table 3.2 The Indicators of Cognitive Domain in Taxonomy Bloom	49
Table 3.3 Analysis Table	50
Table 4.1 Average Word Counts and Duration for Each Question Type ...	53
Table 4.2 Sorted Question Types that are Answered with the Most Word Count and the Longest Duration	70
Table 4.3 The Problems during the Questioning	71

LIST OF FIGURE

Figure 2.1 Cognitive Level of Bloom Taxonomy	26
Figure 2 Conceptual Framework	45
Figure 4.1 The Percentages of Question Types Asked by Teacher	52

LIST OF APPENDICES

Appendix 1 Transcribed Conversation with Teachers	86
Appendix 2 Questions and Answers Transcript from Class X	102
Appendix 3 Questions and Answers Transcript from Class XI	118
Appendix 4 Questions and Answers Transcript from Class XII	138
Appendix 5 Total Questions	159

CHAPTER I INTRODUCTION

In this chapter, the writer will explain the background of this study. They are the background of the problem, identification of the problem, limitation of the problem, formulation of the problem and research questions, the purpose of the research, significance of the research, and the definition of keyterms.

A. Background of the Problem

English First (EF) has conducted research done in 100 countries in 2019 and found that Indonesian students' average English language skill was ranked in number 61 out of 100 countries. In Indonesia itself, Sumatera Barat province was ranked in very low proficiency with an average test score of 48.36 in rank 14 out of 22 provinces where the test was conducted. From this fact alone, it can be said that there is a problem why a lot of Indonesian students do not have good English proficiency though English has been taught since they are in elementary school.

Somehow, the problem lies where the teaching strategy has not met the students' need in learning English. Basically, the four skills that are listening skills, speaking skills, reading skills, and writing skills, are taught in the classroom, but students are still encouraged to recall and memorize the language without giving them a chance to comprehend and elaborate their reasoning. Patahuddin, Syawal, and Bin-Tahir (2017) found in their research that memorization was still a popular option in learning English. Indonesian students tend to memorize words with their pronunciation and literal meaning, practice dialogue, learning tenses, and more. Khamees (2016)

found that the memorization strategy will not give students a chance to make inferences about what they had learned, and students often forgot what they had memorized. In the end, it will affect their ability in critical thinking, where students' are expected to gain during the school lesson.

On the other side, improving critical thinking is expected from the newest education curriculum in Indonesia. To improve critical thinking itself, there are some ways that teachers could apply in the class. One section that has taken a lot of classroom time is questioning. The classroom questioning is so crucial for the students because it will invite students to think to find or solve the question that is being asked by the teacher. Briefly, there are some questions type that teachers could ask the students. The questions could be categorized as display questions and referential questions, as well as Low Order, Thinking Skills (LOTS) questions, or the High Order Thinking Skills (HOTS) questions.

Kipper and Rüütman (2010) stated that questioning was an important aspect to open a way for students to focus and involve in the lesson more. With higher-order thinking skills question types, even though there was no guarantee that students will provide high-quality answers, it will motivate them to think more critically and deeply based on the problems presented to them. Naz, Khan, Khan, Daraz, and Mujtaba (2013) stated that students could be asked both HOTS questions and LOTS questions in the classroom, but HOTS questions were preferable to enhance students' ability in doing analysis and synthesis. In addition, to get a good answer from students, they needed time to think about their answers first.

Moreover, Astrid, Amrina, Devitasari, Fitriani, and Shahab (2019) conducted research and found that teachers' giving questions was more to motivate students in learning English than to know their answers. In this study, the teachers used three types of questions that are convergent questions, divergent questions, and procedural questions, with the convergent types that require short answers being used the most. Astrid et al. (2019) also found that there were various reasons behind teachers' questioning section in the classroom, but it was mostly to recall students' understanding, attract their attention, and encourage them to develop higher thinking skills.

Almeida (2012) believed that asking questions will help both teachers and learners in achieving a higher level of learning. However, the problem, such as the lack of knowledge about high-level questions, was still prominent. On the other side, Yang (2017) also has a similar result where the teacher did not have enough awareness about question types in the classroom.

Furthermore, learning to think critically will help the students in improving their speaking skills. Sanavi and Tarighat (2014) found that students who were exposed explicitly to critical thinking learning improved their speaking proficiency. They also suggested that before teaching critical thinking skills to the students, the teacher will also need more training and practice. Having a similar result, Ramezani, Larsari, Kiasi (2016) suggested that students who had a good performance in speaking had good results too in their test regarding critical thinking after the students were tested with Lauren Starkey Critical Thinking Test. Bagheri (2018) also stated that the ability of

critical thinking positively affects students' motivation to speak English, especially when they got the freedom to speak their idea.

It can be seen that speaking performance has a deep relationship with critical thinking. On the other side, critical thinking skills can be achieved through questioning in the classroom. According to Wahyudi (2017), the classroom questioning affected students' speaking skills in the English language as a foreign language. By getting questions, students were motivated to speak. The student who had background knowledge about the topic had a high rate of participation in the classroom.

Boyd (2015) stated that teachers' questions related a lot to students' speaking performance in class. Teachers' questions would facilitate students' speaking performance, and they would involve a lot in classroom activity by giving them a safe environment to practice and guiding them in learning. In addition, related to questions and speaking performance, Prasetyanto (2019) has also conducted research related to the kind of questions that will make students learn in class. He found that based on students' perceptions, divergent questions will make the students learn more. Divergent questions elicit elaborated answers from students instead of short answers, yes or no answers. Jiang (2020) also conducted research regarding teachers' questioning and students' response through classroom observation. They found that the two correlate a lot.

Studies related to questioning and speaking have been conducted by many researchers. However, the study about the types of questions and how they will engage students to speak in the EFL classroom, particularly in SMAN Kota Padang, has not

been studied yet. Therefore, the present study aims to know how different question types will encourage students to speak in EFL classrooms in SMAN Kota Padang.

B. Identification of the Problem

There are a lot of problems with speaking skills that can be studied. Those could be about the fluency and accuracy of speech, the complexity of speaking, the motivation to speak, the anxiety in speaking, and speaking skills in the public areas. Meanwhile, there are also some problems in questioning that could be studied, such as questioning strategy in the classroom, types of questions, waiting time, questioning, media in the classroom, HOTS and LOTS questions, and more.

C. Limitation of the Problem

Based on the topics that are stated in the identification of the problem, this study is limited to focus on the types of questions given by teachers and students' answers to show their speaking performance.

D. Formulation of the Problem

Based on the limitation of the problem above, the research is formulated in this question: *“What kind of question types based on the level of thinking will encourage students to speak more in EFL classrooms in SMAN Kota Padang?”*

Research Questions

1. What type of questions mostly used by teachers in the EFL classroom in SMAN Kota Padang?

2. Considering the types of questions, what kind of questions encourage students to speak more in the EFL classroom in SMAN Kota Padang?
3. What is teachers' reflection of their questioning performance in the EFL classroom in SMAN Kota Padang?

E. Purpose of the Research

To have a clear objective of the research, it was necessary to elaborate on the purposes stated as follows:

1. To know the most used type of questions is given by teachers in the EFL classroom in SMAN Kota Padang.
2. To investigate the kind of questions that encourage students to speak more in the EFL classroom in SMAN Kota Padang.
3. To know teachers' reflection of their questioning performance in the EFL classroom in SMAN Kota Padang.

F. Significance of Research

This study is expected to give a contribution theoretically and practically. Theoretically, this study aims to present more studies related to questioning and students' speaking performance that can be used for further studies in the future. Meanwhile, practically, this study aims to be a reference for teachers in the actual field in considering and designing their plan about the questions that could be used in the classroom.

G. Definition of Key Terms

To avoid ambiguity, the writer made some key terms related to this research:

1. Speaking performance

Speaking performance is when the students use their speaking skills to perform oral language communication by considering their fluency, accuracy, pronunciation, and ability to understand the language.

2. Critical Thinking

Critical thinking is the learners' ability to look through the problem and analyze it before making a conclusion. Learners with good critical thinking skills are expected to perform better in their English proficiency skills.

3. Questioning

Questioning is a skill where people ask a question to gather information. Questioning could be a tool to assess and improve someone's knowledge and comprehension as it is used in teaching strategy and skill.

4. LOTS

Low-order thinking skills or LOTS is the concept of education based on Bloom Taxonomy that requires the students to memorize and recall information.

5. HOTS

High-order thinking skills or HOTS are also the same education concept based on Bloom Taxonomy. Students are encouraged to think more critically and need higher cognitive processes than memorization in doing problem-solving.